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ABSTRACT

The guide is intended to help social studies teachers incorporate activities and materials into the curriculum that reflect the role of the Negro in history, and to encourage the development of student understanding of Negro history and culture. Suggested units are: Race and Culture, African Heritage, The Legacy of Slavery, Striving for Freedom, Twentieth Century Struggle for Civil and Human Rights, and The New Negro Movement: Freedom Now. Material rescurces are described and learning activities are suggested for each grade level 7 through 12. They are related to concepts in these particular courses: Basic Education and Civics 7, World Cultural Geography 9, American History 8 and 11, World History, Psychology, Sociology, United States Government, and Economics 12. The units, activities, and materials could be used to support a one semester, half-credit, elective course in Negro History and Culture. A 16-page annotated bibliography of books and a list of social studies consultants are appended. (SBE)

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SOCIAL STUDIES RESOURCES

For Inclusion of Negro History and Culture

in

The Dade County Curriculum

SO 000 542

SOCIAL STUDIES

CURRICULUM MATERIAL RESOURCES, K-12

The attached material prepared by the social studies staff is designed to help teachers to develop curriculum which reflects the role of Negroes in history and which also helps all students develop an understanding of Negro history and culture. The material is divided into three major sections: Part One describes material resources available to schools, Part Two presents suggested activities for inclusion in particular subject areas, and Part Three identifies human resources or consultants who can serve teachers and students.

Available to all elementary schools are learning activity packages which have been designed to teach Negro history and culture and for integration into the present curriculum. These LAPs need not be taught as separate units, but individual sections can be used as the need arises. Distribution of these materials is currently underway and should be available to teachers in September.

Secondary level curriculum units--Negro History and Culture--can be used to support a one-semester, half-credit, elective course or to provide teachers with instructional units designed to integrate and improve the curriculum for a particular discipline.

It is important to emphasize that curriculum or instructional units alone do not cause change or improve human relations. All social studies teachers are encouraged to enroll in staff development courses in the area of human relations and group dynamics so as to expand their own background and skills.

PART ONE

Material Resources

Curriculum

Overview, Negro History and Culture Curriculum Units

Unit I RACE and CULTURE

Everyone needs to acquire appropriate factual information about people of different cultures if he is to realize the dignity, worth, and basic rights of all people.

America is a nation of immigrants, most of whose descendants gradually became assimilated into the mainstream of American life; however, the descendants of the African slave immigrants continue to struggle for this assimilation. The inferior status assigned to minority groups often has been supported by myths, stereotypes, and non-scientific beliefs about the majority or other minority groups. An examination of cultural concepts and biological concepts of race fail to support the beliefs that inferiority or superiority is based on innate differences of people. Whatever differences do exist can be explained historically, culturally, and environmentally.

Prejudice is acquired largely from one's own cultural background and is often fostered by fear of economic and social competition. The results have been destructive to the welfare of the minority groups and to the nation as a whole by creating a system in which the potential inherent in any group has been suppressed with the consequent loss to the nation in creative manpower, skills, and purchasing power added to the costs of crime, ill health, and welfare.

It is hoped that through the analysis of certain concepts of race and culture, a basis upon which to examine the social relationships existing between people in today's society will be provided.

Unit II AFRICAN HERITAGE

Africa is considered to be the "cradle of humanity." Recent anthropological scholars agree that the oldest remains of upright man are found in Africa:

(a) Zinjanthropus (zin-jan-thra-pus), who is 1,750,000 years old, was a toolmaking man near Lake Tanganuika. (His remains were found by Professors Louis and Mary Leakey); and
(b) Australopithecus (oss-tray-low-pithee-kus), an almost upright man who is estimated to be about one million years old, was found in South Africa.

As man evolved in Africa he made many significant contributions to the human race. Toolmaking and pottery had its beginnings in Africa. The sedentary life of agriculture and the domestication of many animals such as goats, sheep, donkeys and cattle also began there, as well as the skill of ironworking.

Since there are no pure races, the people of Africa were not all black or of purely Negroid stocks, but were also of mixed stock. Three civilizations of Northern and Eastern Africa were products of mixed stocks:

(1) Egyptian (with early black leaders - Ra Nahesi and Queen Nefertiti),
(2) Kush (with its famous iron center at Merse), and
(3) Axum or Ethiopia (the world's oldest continuous Christian community).

Three civilizations were products of black men:

(1) Kilwa in Tanzania (noted for its Indian Ocean Trade),
(2) Zimbabwe (noted for its great stone structures in Southern Rhodesia), and
(3) The Congo (imitated Western ideals).

The vast majority of black Africans who were forced to migrate to America came from West Africa or the Western Sudan. This large area is composed of grassland and thick forests which discouraged explorations and is, in part, the reason for the term, "Dark Africa."

There are two main linguistic divisions of Western Africa:

(1) Sudanic-speaking Negroes above the equator, and
(2) Bantu-speaking Negroes of central and southern Africa

A considerable number of kingdoms, large and small, existed in West Africa. The most noted of these Sudanic empires were the following:

(1) Ghana
(2) Mali
(3) Songhay
(4) Others - Bornu, the Housa States, the Mossi States, Benin, Oyo, Dahomey, and Ashanti

An examination of economic, religious, political, and artistic life in the above empires shows a complexity and level well beyond the primitive stage that most people associate with all of black Africa. These kingdoms continued to exist for centuries until internal strife and invasions eventually led to their downfall.

Unit III THE LEGACY OF SLAVERY

Slavery is a product of civilized man. It occurred throughout the Old World and the New World. During the frequent wars among tribes, states, and nations, both white and black captives became slaves. Sometimes these slaves were kept by their captors, while at other times they were sold as items of trade. Thus slavery in various forms existed in Africa among the black tribes and kingdoms just as it did among the Egyptians, Greeks, and Romans.

With the opening and subsequent development of the New World, many blacks came as explorers, servants, and slaves. Later many black slaves were imported from West Africa as an important source of labor.

Negroes soon learned that the problems of discrimination existed wherever they went. Nevertheless, when the United States entered World War I, they believed a war for democracy abroad would also mean more democracy at home. Although they distinguished themselves in combat and otherwise, history texts have had very little to say about their accomplishments. Even while they were fighting, the presence of prejudice, discrimination and segregation, both at home and abroad made a mockery of the democracy for which they fought.

The end of World War I brought a new era of mob violence, lynching, and other anti-Negro manifestation. It appeared that racist elements feared that Negro participation in World War I had made Negroes too independent, and they were determined that Negroes had to be "kept in their place." The Ku Klux Klan was revived and spread throughout the nation. Attempts by the N.A.A.C.P. and other liberal organizations to pass anti-lynching legislation met with failure. Negroes began to feel more and more pessimistic about their future in America. Large numbers turned to Marcus Garvey and his "Back to Africa" movement as a way of protest.

What can also be called a form of protest was the movement referred to as the "Harlem Renaissance." Excellent black novelists, poets, and playwrights brought to the public's attention the problems of their people. Black writers, actors, musicians, and artists obtained recognition. The "Harlem Renaissance" gave birth to new freedom in the arts for Negroes that is still in progress forty years later.

Large migrations of Negroes to the North during the period of World War I led to their concentration in the major cities. Realizing their voting power, Negroes began to make substantial political gains in electing black representatives both nationally and locally. Most Negroes

had always voted the party of Lincoln, but the years repeated broken promises and the hesitance of the Republican Party in helping Negroes, activated a drift towards the Democratic Party. This tendency reached its peak during the administration of Franklin Delano Roosevelt. Roosevelt appointed many Negroes as advisers during the "New Deal" administration. More Negroes were involved in federal administrative positions than ever before, even though they served mainly in the areas of Negro affairs. Popular Negro support of President Roosevelt was derived from his programs to alleviate hardships during the depression. Although prejudice continued to exist in relief programs, Negroes generally benefited. During the New Deal, Negroes made great strides in the area of labor through training programs instructed by the federal government. The unionization of industries by the C.I.O. opened doors, previously closed by the craftsmen, to both jobs and union memberships.

During the period of the 1930's and 1940's, some progress was made in the struggle for better education. In the South public school facilities for black children were woefully inadequate in spite of the "separate but equal" decision of the Supreme Court in Plessy vs. Ferguson. Practically no facilities existed for Negroes seeking graduate and professional training. A series of Supreme Court decisions declaring that out-of-state tuition grants for Negro students were contrary to the equal rights provisions of the Fourteenth Amendment brought some gains for Negroes, but discriminatory practices continued until the 1960's. Beginning in 1619, twenty blacks were brought to the colony of Virginia s indentured servants. It was not until 1661, some 42 years later, that chattel slavery was defined by Virginia statutes, thus beginning the history of slavery in the area that later became the United States. While slavery found its most prolific outlets in the southern colonies, it also existed to lesser degrees in the middle and northern colonies. For a variety of reasons, the patterns of slavery differed from northern colonies, just as slavery in the United States was different from slavery in the Carribbean Islands.

Although most of the slaves prior to the American Revolutionary War lived a difficult and coarse life characteristic of plantation existence, some slaves became free men and made contributions in a variety of ways. On rare occasions, black men even became slaveholders.

Even though the number of slaves increased rapidly, slaveholding was not widespread in the South. Only one of every four families held slaves, with more than half of all families holding fewer than five slaves. Only twenty percent of the slaveowners had twenty or more slaves and only eleven planters had 500 or more slaves. It is from large plantations that the generalized and degrading pictures of slavery most frequently come.

Using various means, slaves resisted their bondage throughout this era. Many resisted the institution of slavery by jumping off ships, by committing suicide, by fighting their captors, by using runaway tactics, by destroying crops, machinery, livestock and implements, by poisoning their masters, and by numerous "accidents." Also encouraging resistance were the numerous abolitionists, black and white, who championed the cause of freedom.

The politics of slavery as reflected in the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act of 1854, the Dred Scott Decision of 1858, and sundry lesser conflicts helped to set the stage for the Civil War.

Northern Negroes were first barred from the Union Army by President Lincoln. Eventually, however, they were accepted as Union soldiers. Meanwhile southern blacks, both slaves and freedmen, labored on farms and in factories, built fortifications, and transported war supplies, thus freeing Confederate whites for more active military service. Lincoln, prodded by abolitionists at home and pressures from abroad, announced the Emancipation Proclamation as a military measure on January 1, 1863. While not actually freeing any slaves, it set in motion ideas of freedom which resounded with increasing intensity until freedom was won in 1865.

Unit IV STRIVING FOR FREEDOM

For the Negro the end of the Civil War brought freedom and hardship. The policies of President Andrew Johnson returned former Confederates to power. Through intimidation, violence, and the Black Codes the Negro was again at the mercy of his former masters. Northern reaction to southern extremist actions led to the victory of the radical Republicans in Congress. New governments and liberal constitutions were set up in the Southern states. These governments included many Negroes and accomplished much progress in education, welfare, and public works. During the postwar period the Freedmen's Bureau was an important factor in the restoration of the shattered South. The Bureau distributed food, clothing, and medical care. It relocated homeless people, established schools and colleges, and supervised distribution of abandoned and confiscated land.

The Reconstruction governments lasted for a period of three to nine years. The withdrawal of federal troops, a loss of interest in the vexing Negro question and accommodation of northern and southern financial interests, and other factors led to the erosion of the Radical Reconstruction. This brought about the return to power of white supremacists. Negroes and white Republicans were ousted and replaced by conservative Democrats. Many laws were passed to make certain that the Negro was disenfranchised and would no longer be a political force in the South. The Jim Crow

laws, passed to define the social status of the Negro, effectively discriminated against him, segregated him from all possibility of improving his status and relegated him to second class citizenship. The Plessy vs. Ferguson decision placed the legal stamp of approval of Jim Crow in the South.

Booker T. Washington, in his Atlanta Address of 1895, set the pattern for Negro education in the South. He emphasized industrial education for economic self-sufficiency in place of political and social equality. He was opposed by W.E.B. DuBois who encouraged Negroes to continue to struggle for equality in all phases of life.

During this period, in spite of the numerous difficulties, Negroes made progress toward economic and educational improvement. Most Negroes were farm laborers and sharecroppers, but some managed to acquire their own farms with the help of the Freedmen's Bureau. Religious and philanthropic organizations established many schools and colleges, and attendance in these schools continued to rise. Negroes were also moving to the North and to the West, seeking opportunities for self-improvement. Thousands of Negroes participated in the U. S. Cavalry in the West while others helped build the railroads. Many Negroes founded their own business enterprises. Individual Negroes achieved renown and made outstanding contributions in the fields of invention, exploration, medicine, music, art, and literature. While the period from 1865 to 1890 was one which saw many freedoms gained only to be lost again, a momentum toward great civil and human rights was set in motion and increased with resounding intensity in future years.

Unit V TWENTIETH CENTURY STRUGGLE FOR CIVIL AND HUMAN RIGHTS

The twentieth century ushered in a period of rapid industrial expansion. Thousands of Negroes were migrating to the North in search of improved economic opportunities. The accommodation policies of Booker T. Washington had proved to be a failure. The Niagara Movement, initiated in 1905, represented the formal repudiation of the policies of Booker T. Washington and maintained that Negroes should press for immediate implementation of their demands for civil rights. The National Association for the Advancement of Colored People, founded jointly by Negroes and liberal whites in 1909, recognized the need for full citizenship for Negroes. This organization carried on educational lobbying and many other activities on behalf of Negro rights. The National Urban League, founded in 1911, concerned itself with easing the transition of Negroes from the South to the industrial North.

World War II again raised the question, "Was it a war that the black man could support?" Negroes no longer had delusions about democracy, but they knew that they would have more to lose from the victory of a racist Nazi Germany. Negroes participated in this war more than in any other, both at home and abroad. Negro fighting men continued to distinguish themselves in most of the military actions in which they participated. Substantial gains were made in the desegregation of the Navy and Marines. Althought segregation continued as a policy, definite gains were made in terms of Negro advancement to officer ranks. Negroes served on Selective Service Boards on the home front and in government administrative positions. Discrimination against employment of Negroes in war industries continued until the threat of a march on Washington by Negroes led to a Presidential order and the creation of a Fair Employment Practices Committee, which improved employment opportunities as never before.

Unit VI THE NEW NEGRO MOVEMENT: "FREEDOM NOW"

The Negro's quest for freedom and equality passed through various stages of development--from legal actions, to peaceful resistance to rioting and other revolutionary tactics. These forms represent the "New Negro Mood," characterized by the emergence of various protest groups and culminating in passage of favorable legislation in many areas of discontent.

Through the investigations and recommendations of his Committee on Civil Rights, President Truman recommended to Congress the establishment of permanent groups in the interest of civil rights, which included a Commission on Civil Rights, a Joint Congressional Committee on Civil Rights, a Civil Rights Division in the Department of Justice, and a Fair Employment Practices Commission. He issued Executive Order 9981 which set in motion the machinery for desegregation of the armed forces.

President Eisenhower's Administration followed through on many of the programs which had been initiated by previous administrations. The fair employment practices program was continued and strengthened through the Government Contract Compliance Committee.

Many of the problems in housing, voting rights, employment, and education found partial solutions in legislation passed as a result of investigation and recommendations from Presidential Committee in their reports, namely, the Kerner Report, (The National Advisory Commission on Civil Disorders) <u>One Year Later</u> and the U. S. Equal Employment Opportunity Commission Report.

"Direct Action" became a technique in the civil rights movement and concomitant with it were new leaders and protest organizations, some with the philosophy of nonviolence, employing sit-ins, picket lines, peaceful demonstrations, marches, freedom rides, boycotts, and wade-ins, and other groups with opposing views, espousing violence and hatred through riots and other means of destruction. These conservative and reactionary groups, through their varied actions, focused world-wide attention on the problems of the Negro in America.

Microfilms

3M - Materials

Each senior high school will be receiving microfilm materials related to Negro history and culture. Prior to the opening of school in September schools will be sent these materials annotated on the attached pages--according to the schedule listed below:

DISTRIBUTION LIST

Each of the high schools has been assigned a letter which designates which portion of the 3M IM/Press Materials you are to receive.

Please find the letter assigned to your school. You will find the contents itemized on the enclosed packing list.

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Miami Central Senior High	. . .	Miami Edison Senior High
Miami Coral Park Senior High	. . .	Southwest Miami Senior High
Miami Jackson Senior High	. . .	Miami Northwestern Senior High
Miami Killian Senior High	. . .	Miami Palmetto Senior High and South Dade Senior High

All Microfilm, published by:

3M IM/Press
Box 720, Times Square Station
New York, New York 10036

from

The Schomburg Collection of
Negro Literature and History

A Branch of the New York Public Library

The Life and Works of Paul Laurence Dunbar

Tells about the life and works of the most popular American Negro poet of all times. Media--35mm microfilm with 6 copies of definitive bibliography. (recommended grades--junior high, secondary and college levels)

Students will follow the colorful life of this man as he tours England in 1897, serves as a colonel in the McKinley inauguration parade of 1901; writes the Tuskegee Institute School Song for B. T. Washington; and composes a campaign poem for T. Roosevelt.

Voice of the Negro

This publication was edited by J. E. Bowen and others. Its policy statement read in part.

> *The Voice of the Negro will keep you posted on current history, educational improvements, arts, science, race issues, sociological movements and religion. It is the first magazine ever edited in the South by colored men. It will prove to be a necessity in the cultured colored homes and a source of information on Negro inspirations and aspirations in the white homes...We shall study carefully the trend of the times. We are going to keep up with things and events for you. Most of the prominent men of the race have promised to write for us...*

The Colored American

The Colored American began publication January 7, 1837, under the name of the Weekly Advocate and continued until February 25 of that year. On March 4, 1837 it was renamed The Colored American. The name lasted until the paper's death in 1842. It was devoted to the...

> *Moral improvement and amelioration of our race... Its columns will always be the organ of your wishes and feelings, and the proper medium for laying your claims before the public...We shall aim at giving a fair, candid, and impartial exposition, striving to avoid prejudice on the one hand, or partiality on the other...We are opposed to Colonization and we will believe, assert and maintain,...that we are opposed to the exclusive emigration and colonization of the people of color of these United States...We shall advocate Universal Suffrages and Universal Education, and we shall oppose all monopolies, which oppress the poor and laboring classes of society. In...short...we propose to make The Advocate a paper of general utility.*

The Crisis

The Crisis editors and their dates of service were W.E.B. DuBois, Nov. 1910 - July 1934, Roy Wilkins, Aug. 1934-Dec. 1949, J.W. Ivy, Jan. 1950 - Dec. 1966, and H.L. Moon, beginning in Jan. 1967. This paper is the official organ of the National Association for the Advancement of Colored People (NAACP). Its published policy states:

> *The object of this publication is to set forth those facts and arguments which show the danger of race prejedice particularly as manifested today toward colored people. It takes its name from the fact that the editors believe that this is a critical time in the history of the advancement of men...We Strive for higher and broader vision of Peace and Good Will. The policy of The Crisis will be simple and well defined. It will first...be a newspaper. It will record...happenings and movements which bear on the great problems of inter-racial relations...Secondly, it will publish a few short articles..Finally, its editorial page will stand for the rights of men, irrespective of color or race, for the highest ideals of American democracy, and for reasonable but earnest and persistent attempt to gain these rights and realize these ideals...it (The Crisis) will assume honesty of purpose on the part of all men, North and South, white and black.*

The Liberator (W. L. Garrison)

The Liberator was an abolitionist paper founded by W. L. Garrison. The salutation in the first edition read:

> *My name is Liberator. I propose to hurl my shafts at freedom's deadliest foes. My task is hard for I am charged to save man from his brothers...to redeem the slave.*

The Liberator

The Liberator was the official organ of the American Negro Labor Congress from December 7, 1929 to November 1, 1930, and of The League of Struggle for Negro Rights from February 21, 1921 to December 15, 1932. The title varies. It was the Negro Champion from 1925 to May 25, 1929, and The Liberator from December 7, 1919 to December 15, 1932. It was superseded by The Harlem Liberator, and later The Negro Liberator. With the December 7, 1929 issue of The Liberator, the newspaper resumed publication as a weekly following a reorganization as well as the name change. The Liberator's policy statement said in part:

> *The present period of intensive exploitation of the working class, with its savage speed-up systems, its wage cuts and growing unemployment, strikes particularly at the Negro workers, who, because of their unorganized conditions, are the easy victims of wage-cutting bosses and rent-raising landlords. The present period calls for more aggressive means of struggle and energetic measures for organization of the Negro workers with those class conscious white workers who are not under the influence of the imperialist ideology of radical separation and hostility. To this end the American Negro Labor Congress and its official organ are dedicated...*

Opportunity

The Journal of Negro Life by The National Urban League. Its policy statement read:

> *Making available dependable, emphasized data, concerning Negro and race relations with the thought that truth carries its light...that accurate and demonstrative facts can correct inaccurate and slanderous assertions... that have gone unchallanged.*

Freedom Journal

Devoted to the improvement of the colored population.

New York Gazette

New York's first newspaper. Edited by William Bradford.

New York Gazetter

Edited by Rivington, the most hated of all tory writers. This was the most royalist of all colonial newspapers.

National Anti-Slavery Standard

Published in New York, Vol. 1-30, June 11, 1840 - April 16, 1870. Volume 1-2 published July 30, 1870-December 23, 1871 (incomplete).

As the official publication of the National Anti-Slavery Society with "principles and object identical with those of that society".

The National Anti-Slavery Standard maintained an outstanding record of news and editorial commentary on abolition movement.

The New York Journal

John Holt and ardent patriot published this paper under trying conditions behind the lines of battle.

The New York Mercury

Hugh Gaine's newspaper that switched from a non-partisan position to support royalists during the revolutionary war.

The Condition, Elevation, Emigration and Destiny of the Colored People of the United States (1852)

by Martin R. Delany. The author of this early history was a brilliant and fiery spokesman for Negro rights. He was a doctor, editor, world traveler, African explorer and scientist and the first Negro to hold the rank of field officer in the Civil War.

The Free Negro Family (1932)

by E. Franklin Frazier. A pioneering study of family origins of antebellum free Negroes by an eminent Negro sociologist, past president of the American Sociological Association.

Thoughts on African Colonization (1932)

by William Lloyd Garrison. These two volumes by the leading white abolitionist were the most influential answer to those who advocated coupling abolition of slavery with the removal of American Negroes to Africa.

Shadow and Light (1902)

by Miffin W. Gibbs. The autobiography of a remarkable Negro Californian who rose from bootblack to editor of the first Negro newspaper, Mirror of the times. Later, in 1873, he was elected to a judgeship in Little Rock, Arkansas.

The Negro At work in New York City (1912)

by George Edmund Haynes. First published by Columbia University, this early study of Negro economic conditions was written by a Negro sociologist who was one of the founders of the Urban League.

Cheerful Yesterdays (1898)

by Thomas Wentworth Higginson. The memoirs of a swash-buckling white New England minister and abolitionist who helped storm jails to free fugitive slaves. He later became commander of the first regiment of ex-slaves to fight in the Civil War.

Men of Mark (1887)

by Reverend William J. Simmons. A monumental storehouse of biographies about eminent 19th century American Negroes, including rare source material on early black inventors.

Captain Canot, Or 20 Years of An African Slaver (1854)

Brants Mayer, editor. The uncut edition of the memoirs of the slave ship captain Theodore Canot. He tells how Africa appeared to him and how he went about collecting the cream of its people for the "civilized" New World.

Race Adjustment (1908) The Everlasting Stain (1924)

by Kelly Miller. Two collections of the best lectures and letters by a noted Negro scholar who was dean of Howard University. Contains his letters to several American Presidents on racism and discrimination at the turn of the century.

The Colored Patriots of the American Revolution (1855)

by William C. Nell. A pioneering work on the forgotten black heroes who helped the colonies secure their independence from Britain. The author was a Boston Negro activist and scholar.

Recollections of Seventy Years (1888)

by Bishop Daniel A. Payne. Bishop Payne, born to free parents in South Carolina during the slavery era, became a pillar of the African Methodist Episcopal Church. This memoir describes his many years on the interracial firing line.

Proceding of the Constitutional Convention of South Carolina (1868)

The actual record of a Southern convention during Reconstruction, at which a majority of Negroes working with a minority of whites drew up new, exceedingly democratic laws for their state. The constitution provided far-reaching reforms including rights for women, the poor, the under-privileged.

The Voice of the Negro 1919 (1920)

by Robert T. Kerlin. A revealing compilation of comment and opinion published in the Negro press during the Washington riot of 1919. Subject include the white press, Lynchings, labor unions and Bolshevism.

Narrative of Sojourner Truth (1878)

The remarkable story of a former New York slave who, despite her lack of education and training, became a brilliant abolitionist speaker.

Autobiography of a Fugitive Negro (1885)

by Samuel Ringgold Ward. The leading Negro abolitionist before the rise of Frederick Douglass vividly describes life as a slave and his labors as an anti-slavery lecturer in the U.S., Canada and England.

History of the Negro Race in America From 1619 to 1880 (1833)

by George W. Williams. A massive reference work by the most significant Negro historian of the last century, often called the "Black Bancroft." Includes many primary source documents.

The Black Phalanx (1890)

by Joseph T.Wilson. The important history of the role black men have played in American wars, with particular emphasis on the Civil War.

The Education of the Negro Prior to 1861 (1919)

by Carter G.Woodson. A prime source of information on Negro schooling before the Civil War by one of the greatest Negro historians.

The Annals of America, published by:

Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

The Annals of America, is the year by year record of American life, action, and thought, from 1493 to 1968, presented in the form of the source materials of American history. The 18 volumes of The Annals of America contain:

Vol. 1.	1493-1754	Discovering a New World
Vol. 2.	1755-1783	Resistance and Revolution
Vol. 3.	1784-1796	Organizing the New Nation
Vol. 4.	1797-1840	Domestic Expansion and Foreign Entanglements
Vol. 5.	1821-1832	Steps Toward Equalitarianism

PACKING LIST

SCHOOL "A" LIBRARY UNIT

Emerging Africa in the Light of its Past (2 boxes) (Filmstrip-audio tape set)	4 Units
The Life and Works of Paul Laurence Dunbar	9 Reels
The Liberator (W. L. Garrison)	11 Reels
National Anti-Slavery Standard	10 Reels
The New York Journal	1 Reel
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SCHOOL "B" LIBRARY UNIT

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The Crisis	11 Reels
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Opportunity	4 Reels
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Freedom Journal	1 Reel
New York Gazette	2 Reels
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Vol. 9.	1858-1865	The Crisis of the Union
Vol. 10.	1866-1883	Reconstruction and Industrialization
Vol. 11.	1884-1894	Agrarianism and Urbanization
Vol. 12.	1895-1904	Populism, Imperialism, and Reform
Vol. 13.	1905-1915	The Progressive Era
Vol. 14.	1916-1928	World War and Prosperity
Vol. 15.	1929-1939	The Great Depression
Vol. 16.	1940-1949	The Second World War and After
Vol. 17.	1950-1960	Cold War in the Nuclear Age
Vol. 18.	1961-1968	The Burdens of World Power

The Negro In American History, published by:

Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

The Negro In American History is a three volume set of the relationship between the Negro and the American life and culture over the last four centuries. Each volume is prefaced with an introductory essay by one of these noted scholars--Saunders Redding, Earl E. Thorpe, Charles H. Wesley. Included are letters, speeches, editorials, articles, court decisions, songs, poetry and 138 full pages of contemporary illustrations.

The Negro Almanac, published by:

Bellwether Publishing Company, Inc.
167 East 67th Street
New York, New York 10021

A single-volume reference book with the accurate, concise, and comprehensive coverage of the Negro in America from slavery to the present time. It offers sections of chronology, historical landmarks, facets of civil rights development from action to court decisions and statistical census and sociological analysis. It also details Negro achievements in all areas, relates the Negro to his African and Latin American past and present, and even displays Negro "soul food" recipes.

The American Negro Reference Book, published by:

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

The American Negro Reference Book, edited by John P. Davis, covers every major aspect of Negro life and also serves as a source book of names, dates, data and all the vital currents of Negro history, culture, political and economic life. The book has 25 separate chapters, each of which can be read as a separate unit covering a special topic.

Here too is the story of Negro accomplishment: Negroes in art, music and drama; Negroes in medicine and in science; Negroes in education and in significant governmental posts; rank-and-file Negroes gradually increasing their level of housing, learning, income, health and morale. Charts and other data are supplied in abundance. There is a summary chapter of historical outline, a unique double index, and other aids to quick reference and rewarding study.

Emerging Africa in the Light of Its Past, published by:

3M IM/Press
Box 720, Times Square Station
New York, New York 10036

Emerging Africa in the Light of its Past is a four unit set including a full-color filmstrip of maps, historical documents, and photographs of the people and the land; a printed text with documentation, a bibliography, study outline and research summary: a 20-minute tape of the text's highlights recorded with authentic music and keyed to the filmstrip; and a teacher's guide.

The units include:

1. Land, People and History - outlines that cultural history of sub-Saharan Africa from its beginning to the

arrival of the first European 500 years ago. Subjects include: Geography and environment, etc.

2. From Exploration to Independence - shows African history continuing to unfold in the interior and the early European influence.
3. West Africa: Patterns of Traditional Culture - First in a 2-unit study of West Africa. Subjects include: Sudanese social organization, technology, agriculture, crafts, material culture, religion and kingdoms, etc.
4. West Africa Today: Patterns of Change - shows African history continuing to unfold in the interior and the early European influence. Subjects include: The Bakango Kingdom, The Empire of Ghana, America is discovered and the slave trade is launched, The Dutch settle in South Africa, The British and the Great Trek,Slavery outlawed, Africa partitioned, Liberia and Ethiopia as the only free states, etc.

The American Negro: His History and Literature, published by:

Arno Press
330 Madison Avenue
New York, New York 10017

American Slavery As It Is: Testimony of a Thousand Witnesses (1839)

A carefully documented collection that a quarter of a century before the Emancipation revealed without doubt the brutality of slavery. Prof. D.L. Dumond, a leading authority, calls it "the greatest of the anti-slavery pamphlets: in all probability the most crushing indictment of any institution ever written."

Five Slave Narratives

A compendium of authenticated narratives written in the 19th century by escaped slaves. They offer an in-depth look at the South's peculiar institution.

My Bondage and My Freedom (1885) by: Frederick Douglass

The second and most interesting of the three autobiographies written by the foremost Negro leader of the 19th century. Its large appendix contains some of his most significant writings and speeches. Although it provides a vivid picture of Doublass' life as a slave and his role in the abolitionist movement, it has never been reprinted

The Underground Railroad (1872) by: William Still

This significant volume is the only surviving complete record of any station of the Underground Railroad. Compiled by the Negro secretary of the Philadelphia "station," it details the hardships and dangers with which escaping slaves were faced. And it gives a moving picture of the determination of individuals to gain their freedom, whatever the cost.

The Underground Railroad From Slavery to Freedom (1898) by: Wilbur H. Siebert.

A white scholar's classic early study of the origins and working of the Underground Railroad.

John Brown and His Men (1894) by Richard J. Hinton.

A firsthand account of the band of Negroes and whites that Brown assembled for his raid on Harpers Ferry, Hinton rode with Brown during the bloody civil war in Kansas. His book includes letters written from prison by Brown's Negro followers.

Reminiscences of My Life in Camp (1902) by: Susie King Taylor

The engrossing autobiography of a slave woman who managed to get herself some schooling and went on to become a nurse with Clara Barton and a teacher to the first Negro regiment during the Civil War.

Behind the Scenes (1868) by: Elizabeth H. Keckley

Perhaps the first of the "my life in the White House" books. An ex-slave who became seamstress to Mrs. Lincoln presents revealing pictures of the first family during the Civil War.

The Freedmen's Book (1865) by:L. Maria Child

Used as a textbook in schools attended by ex-slaves, it contains essays on slavery, black heroes, the abolition movement and practical hints for every day living.

First Days Among the Contrabands (1893) by: Elizabeth Hyde Botume

A Northern white schoo! teacher describes the first school days of ex-slaves on the Georgia Sea Islands during and immediately after the Civil War.

The Facts of Reconstruction (1913) by: John R. Lynch

This work refutes the charges that Negroes abused their newly gained political power during Reconstruction. Written by a former slave who represented Mississippi in the U.S. Congress for three terms.

Black and White: Land, Labor and Politics in the South (1884) by: Timothy Thomas Fortune

A leading 19th-century Negro intellectual assesses the causes and cures of the economic, political, and social problems so oppressive to the Southern Negro.

The Life and Adventures of Nat Love, Better Known in the Cattle Country as "Deadwood Dick" (1907)

The only book-length autobiography left by a Negro cowboy. With typical frontier braggadocio, Love tells about his cowpunching days following the Civil War and his friendships with Bat Masterson, Billy the Kid, and Frank and Jesse James.

Black Manhattan (1930) by: James Weldon Johnson

A classic account, long unavailable, of the black man's role in New York from the time of the earliest Dutch settlements. Written by the well-known Negro poet and historian.

The Negro in Chicago: A Study of Race Relations and a Race Riot (1922) by: The Chicago Commission on Race Relations.

This thorough documentary on the root causes and events of the bloody 1919 Chicago race riot is a landmark in the study of U.S. racial conflict.

Philosophy and Opinions of Marcus Garvey (1923) by: Amy Jacques-Garvey, editor.

The speeches and writings of an important forerunner of today's black separatists, whose "Back to Africa" movement united millions of blacks after World War I.

The New Negro: An Interpretation (1925) by: Alain Locke, editor

A collection of poems, stories, and essays by Negroes that had a great impact on contemporary thought because it projected a proper image of the black American. Locke was the first Negro Rhodes scholar.

'A New World A-Coming' (1943)

A black reporter's inside story of Negroes in government during the New Deal.

On the Eve of Conflict: The Anglo-African Magazine, 1859

This first publication year of a New York-based Negro magazine contains the work of leading Negro poets, spokesmen, and authors. It includes the original "Confessions of Nat.Turner" plus numerous stories of resistance to slavery culminating in an account of John Brown's raid and execution.

Atlanta University Publications

A selection of sociological studies of Negroes, most of which were prepared under the editorship of Dr. W.E.B. Du Bois. They cover a vast array of topics, from Negro crime to the Negro in church, business, labor, and college at the turn of the century.

The Suppressed Book About Slavery! (1846) by: George W. Warleton,ed.

An abolitionist indictment of slavery based on newspaper interviews, court testimony and letters.

An Appeal in Favor of that Class of Americans Called Africans (1836) by: Lydia Maria Child

A highly significant early defense of Negro rights.

Reminiscences of Levi Coffin (1876)

Coffin, the reputed "President" of the Underground Railroad, describes his dangerous work in the South and Midwest in helping slaves escape, and provides fascinating glimpses of the dangers faced by Northern free Negroes and abolitionists.

Negro Population in the United States, 1790-1915 by: John Cummings

Compiled from U.S. Census tabulations, this is the most important statistical study of the changing nature of our Negro population.

PART TWO

Suggested Grade Level Activities

This section was prepared to assist secondary school teachers of social studies integrate their curriculum. Each grade level, 7-12, has suggested activities related to concepts that should help to improve the curriculum for a particular discipline. It is hoped that these activities will serve as a basis for motivating further curriculum improvement by the classroom teacher.

BASIC EDUCATION AND CIVICS 7

I CONCEPT: SOCIAL FOUNDATIONS

Activities

1. Discuss environment to show how it reflects culture. Look for similarities and difference, i.e., food, music, dance, speech, religion, child training, clothing, attitudes.
2. Make a list of those elements which are common to all culture. Example: a) Technology; b) institutions; c) languages; d) fine arts.
3. Discuss differences in beliefs, attitudes and behaviors.
4. Demonstrate through illustrations or by color sketches how clothing reflects one culture.
5. List some examples of cultural achievements made by people of non-white races. Example: a) medicine - (1) Indians of Central America performed brain operations; (2) Dr. Daniel Hale Williams performed the first open-heart surgery. (b) technology - Incas in Peru built hundreds of miles of highways and bridges, etc.

7. Make a list of developments contributing to America's culture today that originally existed in other countries. Examples: a) architecture - ancient Egypt, Greece and Rome; b) smelting of iron ore - Negroes in West Africa; c) domestication of animals - Mesopotamia and Egypt; d) gunpowder-China; e) alphabet - Phonenicia.
8. View the film Man and His Culture 15' BW SI-11037

II CONCEPT: OUR LOCAL COMMUNITY

Activities

1. Discuss the work of well known black and white community leaders in community relations.
   a) Athalie Range, Commissioner, City of Miami
   b) Chuck Hall, Mayor, Dade County
   c) Rev. Thedore Gibson
   d) Garth Reeves, Editor, Miami Times
   e) Robert Simms, Community Relations Board
   f) Melvin Reese, City Manager
   g) Marie Carl, EOPI Executive Director
2. Explain the role played in the historical development of Miami by such Negroes as: a) William H. Stirrup, b) D. A. Dorsey, c) Polly May, d) Lillie C. Evans, e) Kelsey L. Pharr, f) H.E.S. Reeves, g) William Sawyer.
3. Conduct a survey of the housing pattern in Dade County to determine the extent to which it lends itself to inter-cultural relationships. Show the results of the survey graphically.

III CONCEPT: OUR STATE COMMUNITY

Activities

1. Using reference books, write an answer for the following:

   a) How did the 14th and 15th Amendments to the Constitution make it possible for many Negroes to participate in elections?

   b) Describe the participation of Negroes in the state constitutional conventions?

   c) Did scalawags and carpetbaggers deserve the bad reputation history has given them? Explain.

   d) "The constitutions that were adopted were the most progressive the South had ever had." Present evidence to support this statement.

   e) Describe some of the achievements of the state legislatures.

   f) "The Radical Republican governments were corrupt." Present evidence both for and against this statement.

2. Assign committees of students to engage in research and make oral reports to the class on the following:

   a) The impeachment of President Johnson.

   b) The reconstruction laws of the Radical Republican Congress of 1866.

   c) The Presidental election campaign of 1868 and its results.

   d) The Fourteenth Amendment.

3. Research the contributions of Jonathan Gibbs as Florida's first Superintendent of Public Instruction.

IV OUR NATIONAL COMMUNITY

Activities

1. Initiate a syllogism game with pupils. The teacher writes the first and second statements. The pupils supply the third statement and discuss the individual.

   Statement:

   a. No Negroes contributed to American Life.

   b. Charles Drew discovered blood plasma.

   c. Therefore.....

2. Guide students into a chalkboard activity of matching contributions with contributors. Example:

Contributions	Contributor
a. Development of the first American clock.	A. Matthew Henson
b. Shoe-lasting machine that attached the soles to the upper part of the shoes.	B. Charles Drew
c. Device for handling sails.	C. Norbert Rillieux
d. Evaporating Pan in Sugar refining.	D. Lewis Latimer
e. Blood Plasma	E. Benjamin Banneker
	F. James Forten
	G. Crispus Attucks
	H. Frederick Douglas

3. Discuss with pupils Negroes who made contributions to American society in the area of:

   a) Literature

   b) Science, Industry and Business

   c) Sports

   d) Music

   e) Sculpture and Painting

   f) Performing Arts

   g) Public Office

4. Use ten feet of wrapping paper, water paints, pastels, crayons, reference books and magic markers to direct pupils in drawing pictures or making symbols to show contributions and the classification into which they fall - Science, Business, Industry, etc.

5. Prepare a bulletin board display which shows Negroes who have made outstanding achievements in or contributions to American society. Have pupils write short summaries of the value of these achievements.

6. Direct pupils in writing chart stories on "Who am I?" or "Why am I remembered?"

7. Participate in a debate which assumes the line of argument which exists between many Americans now and in the past: Resolved that Negroes have achieved or contributed little of any value to American life and culture.

8. Guide your pupils in preparing a report on a famous Negro educator who or Negro educational institution which did much to foster better relations between people.

9. The same activity listed in No. 4 can be used in sports (Negro athletes), literature (Negro writers) and business (magazines, newspapers, etc.)

10. The following records can be played and discussed with learning experience:

    Number 1 (literature)

    a) God's Trombones - J. W. Johnson
       Folkways Records FL9788

    b) Anthology of Negro Poets in the U.S.A. - 2000 years. FL9782 read by Arna Bontemps

c) Anthology of Negro Poets edited by Arna Bontemps FP91

d) An Anthology of Negro Poetry for Young People by Arna Bontemps Folkways Records FC7114

11. The Pro-Am Portfolio (Nos. 1-3) Modern Negro Contributors can be used to supplement learning experience number 1.

12. Select several industrial and scientific inventions and guide pupils in researching the process by which these processes became realities.

a) Baneker - clock

b) Blair - cornharvester

c) Matzeliger - shoe lasting

d) Elizah McCoy - automatic machine lubricater

e) John P. Parker - screw for tobacco presses

f) Rillieux - evaporating pan for sugar refining

g) Garret Morgan - signal light

h) Granville T. Woods - air brakes

13. Guide pupils in making rough designs of each of the inventions in activity # 12.

WORLD CULTURAL GEOGRAPHY 9

I CONCEPT: SUB-SAHARAN AFRICA

Activities

1. Discuss the early African's contributions to toolmaking, pottery, smelting of iron ore, domestication of animals, and sedentary agriculture.

2. View film: Animals of Africa 14'C EJS 1-13542

Optional Activity

Research topics:

a) Old Stone Age

b) New Stone Age

c) Iron Age

d) Process of domesticating animals

e) Agrarian movement in early Africa

3. Map Study: Locate the civilization being studied and talk about it in location to the others.
4. Research information and discuss the rise and fall of each civilization being studied.
5. Collect pictures and information on the contributions of each civilization and make a bulletin board display.
6. Make a time line showing the rise and fall of each civilization and its most important contributions.
7. Draw an outline map of Africa.
8. Compare Africa to the United States in terms of size, location, coastline, and shape.
9. Identify the areas on the map in which are found the Kingdoms of Ghana, Mali, and Songhay, and then label each.
10. Make a list of the major products Ghana produced.
11. Contrast the economic value of products such as gold, salt, cotton, etc., and indicate how each affected the lives of the people.
12. Make a list of the major cities of the Ghanaian empire and show how each received its income.
13. List the political and social changes brought by the Soninke peoples of Ghana.
14. Discuss the various uses of iron.
15. View films:

    a) Ghana 14'C JS 1-11]97

    b) In Search of Past, Part 1. 27'C JS 1-31679

    c) " " " " " 2. 26'C JS 1-31684

16. Identify the various rulers of the Empire of Mali.
17. Make a list of the achievements of each ruler.
18. Discuss the system of trade in Mali and show its influence on the cultural growth of the empire.
19. List the various products.
20. Make a list comparing the rulers of Songhay, Mali, and Ghana empires showing their influence in West Africa.

II. CONCEPTS: LATIN AND ANGLO AMERICA

Activities

See Basic Education and Civics 7; Concept: Our National Community.

AMERICAN HISTORY 8 and 11

Activities

Included in the elective course <u>The Negro in America</u> are a multiplicity of activities dealing with multiple disciplines within the curriculum. These activities can be used at the descretion of the teacher to include the Negro into the study of American history. An attempt should be made to show:

1) that Negroes first came to America on slave ships in 1619 must be corrected. The fact that Negroes (such as Pedro Alonso Nino' and Estevanico) came to America as explorers, and some arrived later as colonists and Indentured servants long before the introduction of slavery should be pointed out.

2) that Negro slaves in the South did seriously resist their enslavement and the implied romanticized image that may be given the institution must be corrected. Negroes resisted their enslavement from its very inception and that on the slave ships and in the new world there were literally hundreds of major uprisings with many whites and Negroes losing their lives.

3) the reasons why the Indians or indentured servants were not practical as slaves may help combat the belief by some that the Negro was enslaved because of his inherent racial inferiority.

4) in addition to the political and economic issues, an analysis of the profound moral issues involved in slavery: the physical kidnapping of millions of people and keeping them and their offspring in bondage, the degrading conditions under which slaves were forced to live, the cruel and inhuman treatment of slaves which was the rule rather than the exception, the breaking up of Negro families, and the consistent and continuous process of dehumanization that was forced upon the Negro. This is not to say that the despicable parts of the slave movement should be emphasized and explained in detail; but it is important to develop an understanding of slavery insofar as it affected the national political mood of the time and led, as one of several causes, to the Civil War; and the effect which this institution had on the economy of the South.

5) that slaves comprised 20% of the colonial population and were used in both the North and South;

6) that the men and leaders at the Constitutional Convention disliked slavery and were for its abolishment; the only reason they didn't end the institution at that time is because they thought it was dying and it would be safer to just let it gradually disappear (they were did not foresee the invention of the cotton gin);

7) that slavery in Latin America was a different type of institution, probably due to the effect of Roman Catholicism; while North American slaves were considered sub-human, the Roman Catholic belief that the slave was not an inferior being but was human with an immortal soul, caused a more humane situation to exist in Latin America (The fruits of the differences between North and South American slavery can be felt today).

8) the contribution of the Negro in the American Revolution, especially the battles of Bunker Hill, and Valley Forge should be added to the existing history program.

9) the role of the Negro in the War of 1812, especially in the American Navy (1/6 of which was Black) and the Battle of New Orleans, should be included in the study of that era in American History.

10) the work of William Lloyd Garrison, Frederick Douglas and Harriet Tubman in the abolitionist movement.

11) the contributions of the Negro in the Civil War effort especially in view of the hardships he underwent for the privilege to fight.

12) a more realistic view of Lincoln's Emancipation Proclamation; its political and military rationale, and its relative uselessness to the Negro because of its important exclusions and temporary nature.

13) the tremendous contribution of the Freedman's Bureau in establishing schools, hospitals, etc.

14) that new constitutions and much good legislation came out of the Southern reconstruction congresses which were (significantly) not interested in passing punitive legislation against returning Confederate soldiers.

15) that the premature removal of Federal troops from the South opened the period of Jim Crowism and led to the time of persecution for the Negro in the South which still can be felt today.

WORLD HISTORY

CONCEPT: AFRICA

Activities

See World Cultural Geography 9; Concept: Sub-Saharan Africa

CONCEPT: CIVILIZATION

1. Discuss the anthropological findings of Mary Leakey and Dart.
2. Write the important facts about Zinjanthropus.
3. Record the major characteristics of Astrolopithecus.
4. Discuss the "ape-like" and the "man-like" characteristics of the major species Zinjanthropus and Astrolopithecus.
5. Compare the characteristics of Africa's ancient men with those of modern man.

6. Examine existing findings which support the idea that humanity originated in Africa.
7. Use dictionaries and other reference books to find unit vocabulary (words and phrases) and their definitions.
8. Use unit vocabulary in oral and written sentences.
9. Keep a notebook of unit vocabulary and their definitions.

VOCABULARY

a. fossil
b. canine teeth
c. anthropoid
d. Mary Leakey
e. Austrolopithecus Africanus
f. primitive
g. hominid
h. Zinjanthropus

PSYCHOLOGY

Activities

All of the activities in Unit I, The Negro In American History will serve to develop the following ideas: a) how an awareness of being a Negro affects an individual's personality development and consequently manifests itself through his behaviors; b) the meaning of race and racial differences.

SOCIOLOGY

Activities

The activities relating to the concept of "culture" are interspersed through the entire elective course, Negro History and Culture. These might be used to: a) examine the African

culture, and analyze the present American Negro culture in light of the influence of slavery on the family structure, customs, poverty and the arts.

Discussion concerning problems of prejudice, social attitudes, urbanization and automation should be included as an integral part of the course.

UNITED STATES GOVERNMENT

I CONCEPT: CITIZENSHIP AND VOTING

Activities

1. Explain how the following terms relate to the topic "Disenfranchisement of the Negro."
   a. registrar
   b. overstuffed ballot box
   c. literacy test
   d. residence requirement
   f. poll tax
   g. grandfather clause
   h. white primary
   i. solid South
2. Explain why southern whites wished to keep Negroes from voting.
3. Describe the physical means used by some whites to keep Negroes away from voting places.
4. Explain why Negroes were unable to meet the voting requirements.
5. Explain why the same voting requirements did not disenfranchise whites.
6. Explain the following terms:
   a. Jim Crow
   b. "Nigger heaven"
   c. Plessy V. Ferguson
   d. "Separate but equal"
   e. Lynching
   f. white supremacy

7. Discuss the variety of Jim Crow laws passed by southern legislatures.
8. Explain why Negroes could not successfully resist these laws.
9. Describe Homer Plessy's attempt to fight the Jim Crow laws.
10. Discuss the basis of the Supreme Court's decision in Plessy V. Ferguson.
11. What subsequent Supreme Court decision voided Plessy V. Ferguson?
12. Describe the extent of violence against Negroes through mob actions and lynchings.
13. Discuss the moral, social and economic consequences of Jim Crow.
14. Discuss the effectiveness of "grandfather clauses" in southern state constitutions in preventing Negroes from voting. How were these laws affected by the Guinn vs United States Supreme Court decision of 1915?
15. Discuss the importance of primaries in most southern states.
    a. What are the prerequisites for voting in primary elections?
    b. How does one qualify for membership in a political party?
    c. How were Negroes excluded from the primaries?
    d. Describe the Supreme Court decision in the case of
        Nixon vs. Herndon
        Nixon vs. Condon
        Smith vs. Allwright
16. Discuss reasons why the Supreme Court nullified a law which excluded Negroes from living in certain sections of a city

in the case of Buchanan vs. Worley.

17. Present reasons for and against the exclusion of members of certain groups from juries. Cite the decision of the Supreme Court in the case of Moore vs. Dempsey in this matter.
18. Explain the effects of the 1965 Voting Rights Act as a motivating factor in the development of independent political action by Negroes.

ECONOMICS 12

CONCEPT:

Activities

1. Using standard American History text, students review the causes and effects of the depression of the 1930's.
2. List types of jobs most frequently held by Negroes.
3. Explain the effects of depression on these jobs.
4. Explain the expression "Last to be hired, first to be fired."
5. Describe the effects of depression on rural Negroes.
6. Despite the hardships of the depression there were some positive outcomes for the Negro. Describe these advances.
7. Students will list the agencies of the New Deal. Using standard U.S. History texts they will briefly describe the function and work of each agency.
   a. Federal Emergency Relief Administration
   b. Social Security Board
   c. Works Progress Administration
   d. National Industrial Recovery Administration

e. Agricultural Adjustment Administration

f. Farm Security Administration

g. National Youth Administration

h. Civilian Conservation Corps

j. Public Works Administration

k. United States Housing Authority

8. Explain why New Deal labor legislation did not at first give much assistance to the Negro worker.

9. Discuss the difference between a craft and an industrial union.

10. Discuss the controversy between the American Federation of Labor and the Committee for Industrial Organization.

11. Give reasons why industrial unions were more favorable to Negro workers than craft unions.

12. Individual students, or committees, research and make oral reports to class on the organization and work of the CIO during the 1930's.

13. List the unions in which Negroes have made the greatest strides in membership.

14. Explain how union membership has helped the Negro economically.

15. Discuss the extent of union discrimination against Negroes today using the following topics:

    a. Continued discrimination in craft unions, particularly the building trades.

The following page contains a listing of only a few of the individuals which might serve as resources to individual classrooms as well as to total school population. It should be noted that there are many other resources available to schools if they only seek them out.

PART THREE

Consultants

HUMAN RESOURCE SERVICES

I. Consultants

Dr. Sanford Gordon, State University College, Oneonta, New York.
Dr. Leedell Neyland, Florida A & M University, Tallahassee, Florida.
Dr. Joseph Taylor, Bethune-Cookman College, Daytona Beach, Florida.
Dr. Edward Sweatt, Clark College, Atlanta, Georgia.
Dr. Norman Dixon, Southern University, Baton Rouge, Louisiana.
Dr. Vincent Harding, Spellman College, Atlanta, Georgia.
Dr. Leonard Spearman, Southern University, Baton Rouge, Louisiana.
Mr. Warren J. Halliburton, New York University School of Education, New York.

II. Dade County Area Consultants

Dr. Jesse Allen, University of Miami, Desegregation Center.
Mr. Robert Stack, Florida Memorial College.
Mr. Robert H. Simms, Executive Director, Metro CRB.
Mrs. Marie Carl, Executive Director, EOPI.
Mr. T.Willard Fair, Director, Greater Miami Urban League.
Commissioner Athalie Range, Miami City Commission.

AN ANNOTATED BIBLIOGRAPHY OF BOOKS RELATED TO NEGRO HISTORY AND CULTURE

This bibliography is an annotation of many of the books contained in A Bibliography of Books and Educational Media Related to Negro Culture published in April, 1969. Annotations are also given for a number of books which were found to be of particular value by members of the Social Studies Writing Committees.

PART ONE: Professional Books

Baker, Ray Stannard. Following the Color Line: American Negro Citizenship in the Progressive Era. Harper, 1964, paperback.

A reprint of the famous turn-of-the-century study of the Negro in America. Recommended for teachers and high school students doing research.

Brown, Sterling A., Davis, Arthur P., and Lee, Ulysses, editors. The Negro Caravan. Citadel, 1941.

An anthology of American Negro writing up to the pre-World War II period, it is the most complete collection of its kind. Of particular value to any teachers who wish to use literature as a reflection of historical conditions, it is a useful guide for English teachers and for research.

Bullock, Henry Allen. A History of Negro Education in the South from 1619 to the Present. Harvard, 1969.

Concerned with the historical development of educational opportunities for Negroes in the South, this book also traces the way these evolving opportunities facilitated the desegregation movement. Concludes with a brief discussion of the newest chapter in the historical process, what the author calls a "withdrawal to resegregation."

Cable, George W. The Negro Question. Doubleday, 1958.

The solution to the South's color question as expressed by a distinguished Southern white liberal of the 1880's. The reprint of these interesting articles is useful for teachers and high school upperclassmen doing special research.

Carmichael, Stokely, and Hamilton, Charles. Black Power: The Politics of Liberation in America. Random House, 1967.

Gives the origins, development, and goals of the Black Power movement.

Coles, Robert. Children in Crisis. Little, 1964.

Studies the reaction of children, their parents and teachers to political and social changes that have taken place in the South.

Crowe, Charles, editor. The Age of Civil War and Reconstruction, 1830-1900. Dorsey, 1966, paperback.

An outstanding collection of essays by leading authorities on nineteenth-century United States history. Each section is introduced by an informative essay providing a broad spectrum of opinions and information in one volume.

Damerell, Reginald G. Triumph in a White Suburb. Morrow, 1968.

Details the way one community was integrated through the efforts of its citizens and their leaders. It is the story of Teaneck, N.J., the first town in the nation where a white majority went to the ballot box and voted for school integration.

Davis, John P., editor. The American Negro Reference Book. Prentice, 1966.

Covers every major aspect of Negro life and serves as a source book of names, dates, data and all the vital currents of Negro history, culture, political and economic life. An indispensable reference.

Dover, Cedric. American Negro Art. New York Graphic Society, 1965.

Contains what critics have termed "the finest statements existing on American Negro Art today." Profusely illustrated including eight color plates. Contains an excellent bibliography.

Drotning, Phillip T. A Guide to Negro History in America, Doubleday, 1968.

Contains much fascinating, little-known material which makes it a valuable, supplementary reference. Attempts to include too much so is very superficial in its treatment of major events while padding minor ones with pages of often irrelevant tables and statistics.

Elkins, Stanley M. Slavery. Grosset, 1963, paperback.

This series of essays on aspects of slavery and abolitionism has received high praise and severe criticism. Chapter II which compares slavery in capitalist America with that in feudal societies is particularly useful to teachers.

Franklin, John H. The Militant South. Beacon, 1964, paperback.

The story of Southern violence and filibustering that culminated in the Civil War. An interesting study of the militaristic and expansionist thinking of the slave South. Recommended for teachers and useful to high school students doing research.

Gross, Theodore L., and Emanuel, James A., editors. Dark Symphony: Negro Literature in America. Free Press, 1968.

This exceptionally good anthology of stories, poems, essays and autobiographical writings by Negro authors from Douglass to Baldwin devotes its final section to lesser-known contemporaries and is filled with sensitive, often powerful writing.

Katz, William L. Teachers' Guide to American Negro History. Quadrangle, 1968.

This book seeks to place the Negro in appropriate places in the American history curriculum. It offers a framework for the full-scale integration of Negro contributions into the existing American history course of study but is not limited to that point of reference. Has an excellent annotated bibliography.

Korngold, Ralph. Two Friends of Man. Little, 1950.

Presents a unique picture of the motivation, activities, and impact of two white champions of abolitionism, William Floyd Garrison and Wendell Phillips. Recommended for teachers and as outside reading for students.

Locke, Alain. The Negro in Art. Associates in Negro Folk Education, 1940.

A pictorial record of the Negro artist and the Negro theme in art.

Logan, Rayford W. The Negro in the United States. Anvil Books, 1957, paperback.

A brief history of the Negro in the United States together with important legal documents in the Negro's struggle for freedom and equality. Recommended for teachers and research.

Mays, Benjamin. Negro's God as Reflected in His Literature. Russel, 1968.

Depicts a religion based on socio-economic factors and characterized by frustrated hopes and justice denied, given voice in the Negro literature since 1760.

Miller, Elizabeth W. The Negro in America, A Bibliography. Harvard University Press, 1966.

An annotated listing of over 3,500 books, documents, articles and pamphlets written since 1954.

Porter, James A. Modern Negro Art. Dryden, 1943.

Illustrated statement of the Negro's role in American art.

Rogers, J. A. Africa's Gift to America. Futoro, 1961, revised edition.

A picture history of the Negro in Africa and America. Chapter on Negro contributions to the exploration and settlement of Western Americans is especially good. A useful classroom tool.

Salk, Erwin. A Layman's Guide to Negro History. Quadrangle, 1966.

Contains information and listings in a compact and convenient format. An ideal tool for teachers.

PART TWO: Adult Non-Fiction

Adams, Russell L. Great Negroes, Past and Present. Afro-American, Chicago, 1964.

A collection of short, illustrative biographies of Negro leaders of yesterday and today. Contains bibliographical notations and color drawings. An authoritative and useful reference for teachers and students.

Adoff, Arnold. Black on Black. Macmillan, 1968.

Provides a perspective on the Negro's view of himself during the century. Prose representative of the thinking of DuBois, Wright, Hughes, Baldwin, Malcolm X, Carmichael, Ossie Davis, Bill Russell, and Dr. King is included.

Bennett, Lerone. Before The Mayflower: A History of the American Negro. Johnson Publishing Company, 1962.

Afro-American history based on the trials and triumphs of Negroes brought to America on the "Dutch man of war." From materials originally published in Ebony magazine.

Bennett, Lerone, Jr. Black Power U.S.A.: The Human Side of Reconstruction 1876-1877. Johnson Publishing Co., 1967.

Concerns the first attempt to establish an interracial democracy in America and the birth and death of black power in the Reconstruction.

_____. Pioneers in Protest, Johnson Publishing Co., 1962.

Relates the personal stories of twenty men and women, black and white, who pioneered in the field of black protest.

Blaustein, Albert P., and Zangrando, Robert L. Civil Rights and the American Negro: A Documentary History. Trident, 1968.

Records the progress made in the quest for civil rights through the documents which mark each step along the way. A wealth of information in one volume with a thorough index to facilitate its use.

Bontemps, Arna. 100 Years of Freedom. Dodd, 1961.

Describes the struggle of the Negro through the century following the Emancipation Proclamation. It is told in terms of the lives of leaders such as Booker T. Washington, William DuBois, George Washington Carver, Charles S. Johnson and others.

Brown, Claude. Manchild in the Promised Land. Macmillan, 1965.

Autobiography of a Negro who broke out of the hell of Harlem. A powerful and moving story.

Butcher, Margaret J. The Negro in American Culture. Knopf, 1956.

Describes Negro Contribution to American poetry, drama, fiction, art, and music.

Chu, Daniel. A Glorious Age in Africa. Zenith (Doubleday), 1965.

This is the story of three great African empires where during Europe's "Dark Ages" the main advance of human knowledge was located. The introduction to the book provides excellent background for study of this history.

Clark, Kenneth B. Dark Ghetto: Dilemmas of Social Power. Harper, 1965.

Analyzes the Negro power structure, the psychology of the ghetto, and the effectiveness and weaknesses of the techniques which currently are employed in the struggle for civil rights.

Cohen, Jerry. Burn, Baby, Burn! Dutton, 1966.

Reconstructs the Watts riots on an hour-by-hour basis along with a study of the underlying causes of the riot, its results, and the outlook for the future.

Conot, Robert. Rivers of Blood, Years of Darkness. Morrow, 1968.

Carefully delineates the despair and the anguish that is life in the black ghettos. This highly acclaimed account of the Watts Riot graphically pinpoints the end of passive acceptance of a white racist society.

David, Jay, editor. Growing Up Black. Morron, 1968.

Autobiographical selections portraying U.S. Negro childhoods over two centuries. Includes Frederick Douglass, Malcolm X, Claude Brown, Dick Gregory, and others.

Davidson, Basil. Black Mother: The Years of the African Slave Trade. Little, 1961.

Examines the African beginnings of the American slave trade.

_____. A Guide to African History. Zenith (Doubleday), 1966.

Survey of African history showing the development of Africa from its earliest times to the present. The concepts presented show Africa's movement from independence to bondage to freedom.

Davis, Sammy. Yes, I can. Farrar, 1965.

Candidly told narrative of one of America's outstanding entertainers. Told with warmth and humor.

Dobler, Lavinia. Great Rulers of the African Past. Zenith (Doubleday), 1965.

Tells the stories of five great African rulers. Shifting borders, religious conflict, and foreign domination add excitement to the tales of men who led their nations in times of crisis.

Dollard, John. Caste and Class in a Southern Town. Doubleday, 1957.

Analyzes the effects of long established patterns of discrimination upon the Negro and white citizens of a single Southern town and poses the general problem in the specific terms of social research.

Dumond, Dwight. Antislavery: The Crusade for Freedom in America. University of Michigan Press, 1961.

Discusses in a vivid and compelling manner the moral issues inherent in the tragic conflict.

Ebony, Editors. The Negro Handbook, Johnson Publishing Co., 1966.

Concisely and accurately chronicles many aspects of the Negro's life in America. A complete index and a biographical dictionary increase the value of this fine reference work.

_____. The White Problem in America. Johnson Publishing Co., 1966.

Includes contributions by James Baldwin, John O. Killens, Whitney M. Young, Jr., Carl T. Rowan, Louis C. Lomax, Kenneth B. Clark, and Martin Luther King, Jr.

Fishel, Leslie H., Jr. and Quarles, Benjamin. The Negro American: A Documentary History. Morrow, 1967.

This book uses contemporary personal accounts, newspaper articles, travel tales, memoirs, speeches, and other documents to trace the history of the American Negro from his African background through Colonial America and the Revolution, slavery and abolition, reconstruction, urbanization and renaissance, and the New Deal. Chapter introductions and a large number of excellent illustrations reveal the Negro's role in the building of America.

Franklin, John Hope. From Slavery to Freedom: A History of American Negroes. Knopf, 1965.

Records the history of the Negro from the early states of Africa to America in the post-WW II era. Contains an excellent bibliography and a wealth of information. A valuable reference for teachers, the volume is also recommended for high school students doing research.

Frazier, E. Franklin. Black Bourgeoisie. Collier Books, 1963.

Analyses the life of the upper-middle class American Negro. Frazier is an outstanding sociologist.

Golden, Harry. Mr. Kennedy and The Negroes. World, 1964.

Exposes many myths about Southern Negroes. Views Kennedy as the first president since Lincoln to publicly take a stand against segregation and discrimination.

Gossett, Thomas F. Race: The History of an Idea in America. Schocken, 1968.

This highly informative book traces the influence of racist ideology and relates the story of the struggle within the American intellectual class to expose the cruel myths of white supremacy.

Grant, Joanne, editor. Black Protest: History, Documents, and Analyses, 1619 to the Present. Fawcett, 1968.

A documentary history of three and one-half centuries of Negro American protest and agitation. Offers mature insight into the reasons for black power movements, Negro militancy, and riots in the streets.

Gregory, Dick. Write Me In. Grosset, 1968.

Tells a poignant story about the racial struggle in America in a series of satirical essays.

Hentoff, Nat. The New Equality. Viking, 1964.

Author contends that the roots of the civil rights problem lie in poverty, and presents an unusual appeal for the elimination of racial inequality through a political and social alliance of the American under-priviliged classes of all races.

Herskovits, Melville J. The Myth of the Negro Past. Beacon, 1958.

Anthropological study of the American Negro, from African origins to his position in contemporary society.

Hill, Herbert, editor. Soon, One Morning: New Writing by American Negroes, 1940-1962. Knopf, 1963.

Contains the essays, fiction, and poetry of Negroes in the period following publication of The Negro Caravan. A valuable aid to English and social studies teachers, and to students undertaking research.

Hughes, Langston. I Wonder as I Wander. Hill and Wang, 1965.

Gives an account of this prolific writer's journeys in Europe and the East and his poetry readings in the U.S. A vigorous and colorful second installment in his autobiography.

Jones, Leroi. Black Music. Morrow, 1968.

Consists of essays, reviews, interviews, record-liner notes, musical analyses and personal impressions about the new jazz musicians including: Ornette Coleman, Cecil Taylor, Sun Ra, and Archie Shepp.

Katz, William Loren. Eyewitness: The Negro in American History. Pitman, 1967.

Geared to classroom and research work, the book consists of text, first-hand accounts, and pictures of the Negro's history in America from African backgrounds to the current civil rights movement.

King, Martin Luther, Jr. Stride Toward Freedom. Harper, 1958.

Recounts "the Montgomery Story" which began as a bus strike and ended in a Supreme Court decision. A suspenseful story, replete with the anecdotes and immediacy of direct participation, and told with humility and humor.

_____. Where Do We Go from Here: Chaos or Community? Harper, 1967.

The vision and compassion of the author carry the reader beyond the hard issues facing the Negro rights movement. From the beginning which notes the gains won by non violent means to the concluding chapter on the Black Power Movement the book has a pervading and persistent sense of reality.

Lee, Irvin H. Negro Medal of Honor Men. Dodd, 1969.

Narrates the personal lives and heroic actions under fire of all the Negro medal of honor winners in the American wars.

Lincoln, C. Eric. The Black Muslims in America. Beacon Press, 1961.

Gives a definitive study of this Black Nationalist Movement and helps to place it within its psychological and sociological context. Recommended for teachers and high school students.

_____. The Negro Pilgrimage in America. Bantam Books, 1967.

Presents little-known facts about Negroes in American history. Pages come to life through the anecdotes about individual Negroes "from Plymouth Rock to Little Rock." A chronology at the end of the book is of particular value to teachers.

Litwack, Leon F. North of Slavery: The Negro in the Free States. University of Chicago Fifth edition, 1969.

Concerned with the treatment of Negro Americans in the North in the years before the Civil War; fills an important gap in the history of the United States.

Logan, Rayford W. The Negro in the United States. Anvil Books, 1957, paperback.

A brief history of the Negro in the United States together with important legal documents in the Negro's struggle for freedom and equality. Recommended for teachers and research.

Lomax, Louis E. The Negro Revolt. Harper, 1962.

Gives a commentary on organizations primarily concerned with civil rights and equal opportunities for the American Negro.

Meier, August, and Rudwick, Elliot R. From Plantation to Ghetto: An Interpretive History of American Negroes. Hill, 1966.

Maintains that today's drive for equality on the part of the Negroes is an extension of a pattern that reaches far back in the American past. Links the Negro's West African heritage to the protest movement of the 19th and 20th centuries.

Miller, Floyd. Ahdoolo: Biography of Matthew A. Henson. Dutton, 1963.

Relates the exciting life story of the Negro who was Peary's Assistant and co-discoverer of the North Pole.

Morsbach, Mabel. The Negro in American Life. Harcourt, 1966.

Negro involvement in the history of the United States.

Myrdal, Gunnar. An American Dilemma. Harper, 1962.

This 20th anniversary edition of the classic study of the American racial problem includes a postscript discussing changes from 1942 to 1962.

Parsons, Talcott, and Clar, Kenneth B., editors. The Negro American. Houghton, 1965.

Explores those factors which are working for change and identifies areas where the outlook for improvement is uncertain - the Negro's poverty, his lack of political lever age, and the disintegration of the Negro family. Scholars in the fields of history, sociology, social psychology, political science, and economics give their views on the newest stage of the Civil Rights struggle.

Ploski, Harry A., and Brown, Rosco C., editors. The Negro Almanac. Bellwether, 1967.

Contains an extraordinary amount of information. Charts, maps, photographs and superb index make it a most complete single volume and an indispensable reference for teachers and students.

Quarles, Benjamin. The Negro in the American Revolution. University of North Carolina, 1967.

Deals with the Negroes who served with the British as well as those who were revolutionaries. Both sides needed black manpower; both offered the Negro freedom as his reward. Quarles imparts an extraordinary feeling of participation in Revolutionary times as he affords glimpses of all the levels of American society.

Quarles, Benjamin. The Negro in the Making of America. Collier, 1964.

Details the role and contributions of the Negro in America from 1619 to the present. A comprehensive history.

Redding, Jay Saunders. On Being a Negro in America. Bobbs, 1961.

Presents an expert, eloquent diagnosis of Negro cultural problems.

Richtie, Barbara. The Riot Report. Viking, 1969.

A shortened and extremely readable version of the Report of the National Advisory Commission on Civil Disorders.

Silberman, Charles. Crisis in Black and White. Random, 1964.

Views the situation of the American Negro from the vantage point of history, sociology, and the factual reporting by a journalist scholar.

Stone, Chuck. Black Political Power in America. Bobbs, 1968.

Analyzes how minority groups such as the Irish, Italians, Jews, and Poles, have used ethnic bloc voting to improve their status. Describes how and where black people are making progress and gives an intimate sketch of major black political figures of today.

Urban America, Inc., and The Urban Coalition. One Year Later. Praeger, 1969.

Assesses the nation's response to the crisis described in the Kerner Report. The first part deals with public and private efforts to reduce poverty and deal with problems of education and environment. The second part covers civil disturbance, crime, the attitudes of blacks and whites toward each other, and the spread of ghetto patterns from the cities to the suburbs. A book which "tells it like it is."

U.S. Riot Commission. Report of the National Advisory Commission of Civil Disorders. Bantam, 1968.

Answers three basic questions: What happened? Why did it happen? and, What can be done to prevent it from happening again? The report goes beyond the issue of what happened in certain cities during a certain summer. It paints a devastating picture of the divided society - black and white - which is America today. Chapter XVII: Recommendation for National Action should be required reading for teachers and high school students.

Warren, Robert Penn. Who Speaks for the Negro? Random, 1965.

Uses the format of recorded informal conversations with Negro leaders - the well-known, the militantly active, and those on the periphery, to give a perspective on the current struggle.

Woodson, Carter G., and Wesley, Charles H. The Negro in Our History. Associated Publishers, 1959.

Presents a concise history of the United States with emphasis on the influence of the Negro's presence in the country and his specific contributions to civilization. A bibliography of selected references is included in this edition.

Wright, Nathan, Jr. Black Power and Urban Unrest. Hawthorn, 1967.

The author makes concrete proposals for developing the latent skills of ghetto dwellers in order to make them self-sufficient, contributing citizens. He presents a rational picture of Black Power as a force that could bring genuine solutions to the current racial crisis.

_____. Let's Work Together. Hawthorn, 1968.

An objective analysis of racial problems divided into three areas: those problems which white people need to deal with; those which black people must solve for themselves; and those which involve cooperation and unity. The author lists the problems, discusses them and offers specific solutions.

PART THREE: Adult Fiction

Baldwin, James. The Fire Next Time. Dial, 1963.

Presents a shocking but compelling picture of what it is like to be a Negro in the U ited States. Beautifully written essays include such topics as the Black Muslim movement, Christianity, and segregation.

_____. Nobody Knows My Name. Dial, 1961.

An account of the author's self-exile in Europe. Relates the effects of his return to America and Harlem and describes his first trip to the South.

Bonham, Frank. The Nitty Gritty. Dutton, 1968.

Tells the story of seventeen year old Charlie Matthews and his fast-talking uncle. Charlie in his eagerness to escape his life of poverty, falls in with his uncle's schemes, only to be disillusioned.

Ellison, Ralph. The Invisible Man. Random, 1952.

Odyssey of a highly sensitive Negro's search for his own identity.

Jones, Leroi. The System of Dante's Hell. Grove Press, 1965.

Dream and reality merge in a narrative about the trials of the Afro-American based on the theme of Dante's Inferno.

Means, Florence C. Shuttered Windows. Houghton, 1938.

A Negro girl from the North goes to live with her great-grandmother on a South Carolina island. She finds life very different but chooses to stay in the South and work among the people there.

Walker, Margaret. Jubilee. Houghton, 1966.

Presents the little-known everyday life of the slaves, their modes of behavior, patterns and rhythms of speech, emotions, frustrations and aspirations in a factual manner.

Wright, Richard. Black Boy. Harper, 1945.

Autobiography of the early life of one of America's most able writers.

_____. Native Son. Harper, 1940.

An author's assault upon a society that transforms self-destructiveness into an art.

PART FOUR: Juvenile Non-Fiction

Adams, Russell L. Great Negroes, Past and Present. Afro-American. Chicago, 1964.

A collection of short, illustrative biographies of Negro leaders of yesterday and today. Contains bibliographical notations and color drawings. An authoritative and useful reference for teachers and students.

Adoff, Arnold. I Am the Darker Brother. Macmillan, 1968.

An anthology of modern poems which has as its theme the Negro experiences in America.

Bardolph, Richard. The Negro Vanguard. Vintage, 1959.

Presents a thorough and scholarly study of the backgrounds of America's Negro leadership class. Focus is on their backgrounds rather than their accomplishments. Useful for research for high school upperclassmen.

Bishop, Claire Huchet. Martin De Porres, Hero. Houghton, 1954.

An illustrated biography of the Peruvian Catholic priest who, in 1962, became the world's first Negro saint. Recommended for junior high students.

Bontemps, Arna. Chariot in the Sky: A Story of the Jubilee Singers. Holt, 1951.

Depicts the Negroes' problems during the Civil War and Reconstruction and follows the Jubilee Singers as they tour the U.S. and Europe after

Bradford, Sarah. Harriet Tubman, the Moses of Her People. Citadel, 1961.

Recreates some of the flavor of the time when the Negro heroine of the Underground Railroad lived. Reprint of an 1886 biography.

Davis, John P., editor. The American Negro Reference Book. Prentice, 1966.

Covers every major aspect of Negro life and serves as a source book of names, dates, data and all the vital currents of Negro history, culture, political and economic life. An indispensable reference.

Dobler, Lavinia. Pioneers and Patriots: The Lives of Six Negroes of the Revolutionary Era. Zenith, 1965.

Includes short biographical sketches of six little-known Negroes of the Revolutionary period: Benjamin Benneker, Paul Cuffe, Phyllis Wheatley, Peter Salem, Jean Baptiste, and John Chavis.

Douty, Esther. Forten the Sailmaker: Pioneer Champion of Negro Rights. Rand McNally, 1968.

Narrates the story of James Forten, free Negro who became a successful Philadelphia businessman and devoted abolitionist.

Dunbar, Paul Laurence. The Complete Poems of Paul Laurence Dunbar. Apollo, 1968.

The famous preface by William Dean Howells is included in this edition of the works of the most beloved Negro poet.

Fishel, Leslie H., Jr. and Quarles, Benjamin. The Negro American: A Documentary History. Morrow, 1967.

This book uses contemporary personal accounts, newspaper articles, travel tales, memoirs, speeches, and other documents to trace the history of the American Negro from his African background through Colonial America and the Revolution, slavery and abolition, reconstruction, urbanization and renaissance, and the New Deal. Chapter introductions and a large number of excellent illustrations reveal the Negro's role in the building of America.

Ferguson, Blanche E. Countee Cullen and the Negro Renaissance. Dodd, 1966.

Relates the story of the young poet who was active during the 1920's in the Harlem-centered Negro Renaissance.

Goldman, Peter. Civil Rights. Coward, 1965.

Describes conditions and emphasizes the human factor in the history of the struggle for freedom from 1863-1965.

Hughes, Langston. Famous American Negroes. Dodd, 1958.

Contains well written biographical sketches of seventeen outstanding Negroes.

Johnson, James Weldon. Along This Way. Viking, 1968.

Autobiography of the author, poet, lawyer, editor, and composer. Written with wit, humor, and wisdom.

Johnston, Johanna. A Special Bravery. Dodd, 1967.

Sketches fifteen American Negroes notable for their bravery. Selections include Crispus Attucks and Martin Luther King, Jr. and features excellent black and white line drawings. Provides a simple but stimulating introduction to Negro history.

Richtie, Barbara. The Riot Report. Viking, 1969.

A shortened and extremely readable version of the Report of the National Advisory Commission on Civil Disorders.

Rollins, Charlemae. Famous American Negro Poets. Dodd, 1965.

Appraises the writing of well-liked Negro poets against the background of their lives and aspirations. Poets include Dunbar, Braithwaite, Frances Ellen Harper, Cullen, and Bontemps.

Sterling, Dorothy. Forever Free. Doubleday, 1963.

Placing its main focus on the history of slavery and the resistance it generated among Negroes, the book makes exciting reading for junior high students.

_____, and Quarles, Benjamin. Lift Every Voice. Zenith, nd.

Gives short biographical sketches of W.E.B. DuBois, Mary Church Terrell, Booker T. Washington, and James Welden Johnson.

Young, Andrew S. Negro Firsts in Sports. Johnson Publishers, 1963.

Portrays major black sports figures through personal anecdotes as well as statistics. Written by a veteran sports writer, it is an authoritative reference book.

PART FIVE: Juvenile Fiction

Baker, Betty. Walk the World's Rim. Harper, 1965.

An Indian boy and a Negro slave travel from Texas to Mexico City with the Spanish explorers of the 16th century.

Benham, Frank. Mystery of the Fat Cat. Dutton, 1968.

Fraud, suspicion, and inter-group cooperation all play a part in the mystery when a will prevents some Negro boys from receiving money for their club until a cat dies.

Bonham, Frank. The Nitty Gritty. Dutton, 1968.

Tells the story of seventeen year old Charlie Matthews and his fast-talking uncle. Charlie in his eagerness to escape his life of poverty falls in with his uncle's schemes only to be disillusioned.

Brodsky, Mimi. The House at 12 Rose Street. Abelard, 1966.

The lives of Oaktown residents are disrupted when it becomes known that the occupants of 12 Rose Street are Negroes. Members of the Boy Scout Troop become involved in the conflict.

Cluff, Tom. Minutemen of the Sea. Follett, 1955.

Story of the first naval battle of the American Revolution and the heroic role played by a fugitive slave.

Fox, Paula. How Many Miles to Babylon? White, 1967.

Dreaming his mother is in Africa instead of in the hospital, a ten year old Brooklyn boy sets out to find her. His adventures include an encounter with some dog thieves.

Gates, D. Little Vic. Viking, 1951.

A jockey's son falls in love with a newborn foal and is convinced that it will be a great horse. He convinces other and finally rides the colt to victory in the Santa Anita Handicap.

Haas, Ben. Troubled Summer. Bobbs, 1966.

A shattering experience with the KKK makes a high school senior in a small Southern town distrustful of whites, until he reluctantly becomes involved in a Civil Rights drive with a white leader.

Justus, M. New Boy in School. Hastings, 1963.

Moving to Nashville and an all-white classroom, a young rural Negro boy gradually overcomes his shyness and makes friends. Parents Day makes him really feel part of the school.

Magee, Catherine F. One of the Family. McKay, 1964.

Tells how a white teenage girl comes to terms with the sensitive problem of having a mentally retarded child in the family. She also tries to integrate her sorority.

Means, Florence C. Shuttered Windows. Houghton, 1938.

A Negro girl from the North goes to live with her great-grandmother on a South Carolina island. She finds life different, but chooses to stay in the South and work among the people there.

Petry, Ann. Tituba of Salem Village. Crowell, 1964.

Based on fact, the book gives a vivid picture of slavery in New England. The main characters, Tituba and her husband, were bought in Barbados and taken to cold, rigid Salem and the home of a Puritan minister.

Sterling, Dorothy. Tender Warriors. Hill, 1958.

Tells the story of the struggle to integrate Southern schools as a reporter and photographer show what happened at Little Rock and the effect on White and Negro students.

Stolts, Mary Slattery. A Wonderful, Terrible Time. Harper, 1967.

Superb characterizations of two urban Negro girls who unexpectedly attend camp for two weeks. The difference in their attitudes towards white people forms a backdrop for their other differences.

Vroman, Mary E. Harlem Summer. Putnam, 1967.

An Alabama teenager spends the summer living and working in Harlem. Fine characterizations.

Whitney, Phyllis A. Willow Hill. McKay, 1947.

A government housing project brings many Negroes into a previously white area where they are met with opposition and resentment. The young people of the area help to change attitudes.